

Establishing Relationships with Students to Ensure Holistic Education:
The Five Languages of Love

Jose Maria G. Pelayo III, MASD

Shedy Dee C. Mallari, RPm, LPT

Claire Ann P. Capili

Assessment, Counseling, Alumni and Placement Center
(ACAP)
November 2017

Abstract

ACAP Center is concerned with this alarming insurgence and need for devising approaches to ensure that teens (our students) are equipped with not just the intellectual capacity but also the equally important emotional capacity to handle situations and adapt to the ever changing methods of education. The key is to identify how to establish a strong emotional relationship between parents and students, teachers and students, and school administrators and students. This can only be instituted with empirical data and updated continues research, spearheaded by the ACAP Center. The results of the survey conveyed the order of preferences of Grade 10 students on the languages of love. This may suggest programs or approaches that could prove to be effective and efficient in establishing a positive relationship between parent/teachers and students, enabling holistic education.

Introduction and Review of Related Literature

In schools today, there is a growing need for strong home-to-school connections. Students are faced with ever-increasing decisions and they need a strong support system to fall back on, which would be their parents. Geert Driessen (2005) stated that parental involvement is being seen as an important strategy for reaching the best quality of education that is possible in schools. He also stated that the main objective for teachers should be to expand the social and cognitive capacities of the students. With expanding the social and cognitive capacities of the students the teachers are able to incorporate into their lessons about learning about life lessons and what the children will need to learn to survive in today's world.

Despite the increase of technology in our society, there seems to be a lack of effective home-to-school connections. As educators, we know how important it is to have a strong communication with the home. It is essential for parents and family to provide support for our goals in the classroom. Since everyone has their own impressions and set of experiences that accompany their memories of school, it is easy to fall into the trap of comparing situations and trying to figure out which one is better. As educators we are able to see the different side of the equation, and it is easy for us to see the weaknesses in the school model. In addition to weak connections, it seems that school districts simply expect parents to show up to school events and to support educators without any real type of parental involvement in place. After looking at examples that are available, there is a lack of programs available that support positive home-to-school connections. ACAP Center focused on the objective of discovering certain catalysts that could instigate or enhance parent-student relationships for holistic education.

Parent-teen relationships are among the most important in a youth's life. Whether a parent is providing love, criticism, or old-fashioned rulemaking, the structure and stability of a healthy parental relationship with teens can make a huge impact on their stressful adolescent lives. A healthy parent-teen relationship could have meant the difference between swift justice and months of harassment. Mothers, fathers, and family communication in general are all important in unique ways.

The mother-teen relationship is one of the most important relationships a child can have. Research has shown that a mother has great influence over their child's decisions about school, sex, drugs, alcohol, body image, and both friendly and romantic.

Fathers, although sometimes considered unimportant or "backseat parents," have a special place in the lives of healthy teens. Fathers are the backbone of family life, and they can often lay the foundations for how teens will live for the rest of their lives. Involved fathers are present in a child's life to give everything from advice to independence. For example, teens with fathers who are active in their lives are more independent as adults, have higher self-esteem, are less likely to be depressed or commit suicide, and are happier in general. For daughters, a "daddy's little girl" relationship is a large part of what makes up happy teenage girls. Dads build self-confidence in young women and give them a special feeling of achievement that can only come when given by an authoritative male figure. Daughters lucky enough to have active fathers are less likely to have a low self-image or use drugs and alcohol.

ACAP Center is concerned with this alarming insurgence and need for devising approaches to ensure that teens (our students) are equipped with not just the intellectual capacity but also the equally important emotional capacity to handle situations and adapt to the ever changing methods of education.

The key is to identify how to establish a strong emotional relationship between parents and students, teachers and students, and school administrators and students. This can only be instituted with empirical data and updated continues research, spearheaded by the ACAP Center.

According to Dr. Chapman, there are five universal ways that all people express and interpret love. Through his more than 30 years of couples counseling, Dr. Chapman has noticed specific patterns in the way partners communicate — and it turns out that most of the population express and interpret love in the same five ways, according to his observations.

More: How The Bachelor's Ben uses 'love languages' to show his feelings

These expressions and interpretations are his famous five love languages.

Dr. Chapman firmly believes that each person has one primary and one secondary love language (you can take a quiz on his website to determine what your personal love languages are), and he theorizes people tend to give love in the way they prefer to receive love. Since we don't all have the same preferences as our partners when it comes to giving and receiving love, this is how relationships can start to get sticky. But by understanding our partners' inherent love language, we can start to tear down walls in our romantic lives.

Five Languages of Love

1. Words of affirmation

According to Dr. Chapman, this language uses words to affirm other people. For those who prefer the words of affirmation language, hearing "I love you" and other compliments are what they value the most. Words hold real value within this language. Furthermore, negative or insulting comments cut deep — and won't be easily forgiven.

More: At my loneliest I remember that my true love hasn't found me either

2. Quality time

This language is all about giving the other person your undivided attention. Unlike the words of affirmation language, talk is cheap and being a loved one's main focus leaves quality timers feeling satisfied and comforted. Distractions, postponed dates, or the failure to listen can be especially hurtful to these individuals. Being there for them is crucial.

3. Receiving gifts

Dr. Chapman says for some people, what makes them feel most loved is to receive a tangible gift. This doesn't necessarily mean the person is materialistic, but a meaningful or thoughtful present it was makes them feel appreciated.

4. Acts of service

For these people, actions speak louder than words. People who speak the language of service want their partner to recognize that their life is rough and help them out in any way possible. Lending a helping hand shows you really care. People who thrive on this language do not deal well with broken promises — or perceived laziness — and have very little tolerance for people who make more work for them. Basically, if you're not willing to show your appreciation by doing them a favor, you're saying you don't value them.

5. Physical touch

To this person, nothing speaks more deeply than appropriate touch. That doesn't mean only in the bedroom — everyday physical connections, like handholding, kissing, or any type of re-affirming physical contact is greatly appreciated. A person who speaks the language of physical touch isn't necessarily an over-the-top PDAer, but getting a little touchy-feely does make them feel safe and loved. Any instance of physical abuse is a total deal breaker.

The Five Love Languages of Children Quotes:

“The best way to love your children is to love their mother [father].” That’s true. The quality of your marriage greatly affects the way you relate to your children—and the way they receive love. If your marriage is healthy—both partners treating each other with kindness, respect, and integrity—you and your spouse will feel and act as partners in parenting.” — Gary Chapman, *The 5 Love Languages of Children*

“It may surprise you that the primary lifetime threat to your child is his or her own anger.”

— Gary Chapman, *The Five Love Languages of Children*

“Abuse of gift-giving can occur when a child is living with a custodial parent following a separation or divorce. The noncustodial parent is often tempted to shower a child with gifts, perhaps from the pain of separation or feelings of guilt over leaving the family. When these gifts are overly expensive, ill-chosen, and used as a comparison with what the custodial parent can provide, they are really a form of bribery, an attempt to buy the child’s love. They may also be a subconscious way of getting back at the custodial parent. Children receiving such ill-advised gifts may eventually see them for what they are, but in the meantime they are learning that at least one parent regards gifts as a substitute for genuine love. This can make children materialistic and manipulative, as they learn to manage people’s feelings and behavior by the improper use of gifts. This kind of substitution can have tragic consequences for the children’s character and integrity.” — Gary Chapman, *The 5 Love Languages of Children*

“Discipline is not a negative word. It comes from the Greek word "to train.”

— Gary Chapman, *The Five Love Languages of Children*

“Unconditional love is a full love that accepts and affirms a child for who he is, not for what he does. No matter what he does (or does not do), the parent still loves him. Sadly, some parents display a love that is conditional; it depends on something other than their children just being. Conditional love is based on performance and is often associated with training techniques that offer gifts, rewards, and privileges to children who behave or perform in desired ways.” — Gary Chapman, *The 5 Love Languages of Children*

“Positive Eye Contact Quality time should include loving eye contact. Looking in your child’s eyes with care is a powerful way to convey love from your heart to the heart of your child. Studies have shown that most parents use eye contact in primarily negative ways, either while reprimanding a child or giving very explicit instructions. If you give loving looks only when your child is pleasing you, you are falling into the trap of conditional love. That can damage your child’s personal growth. You want to give enough unconditional love to keep your child’s emotional tank full, and a key way to do this is through proper use of eye contact. Sometimes family members refuse to look at one another as a means of punishment. This is destructive to both adults and children. Kids especially interpret withdrawal of eye contact as disapproval, and this further erodes their self-esteem.”— Gary Chapman, *The 5 Love Languages of Children*

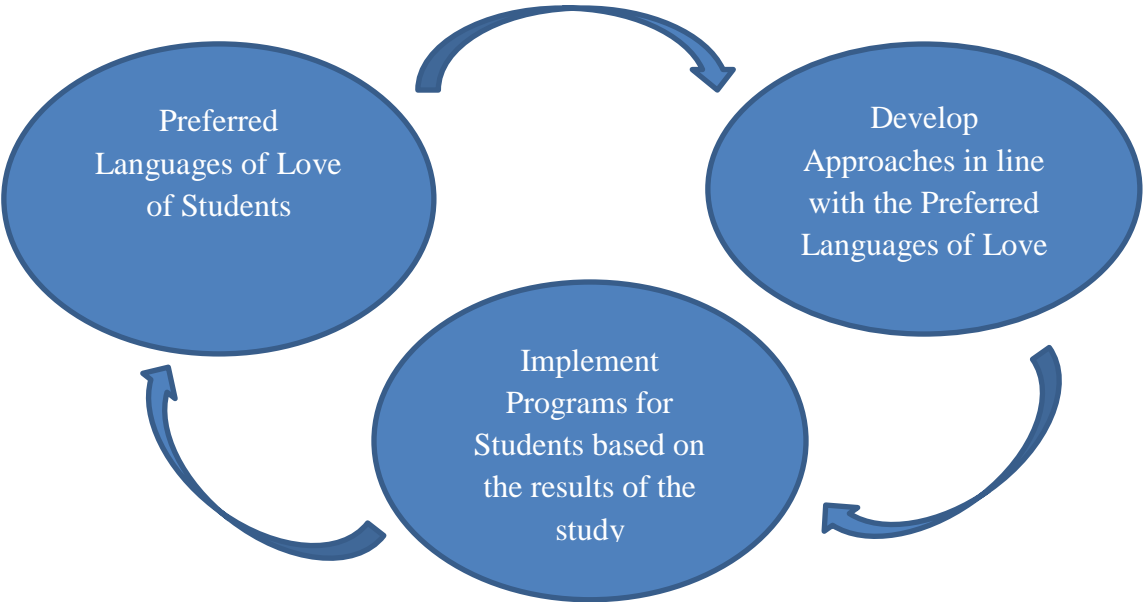
“Many children go to school ill-prepared to learn because they are not emotionally ready to learn. Children need to reach appropriate emotional levels of maturity before they are able to learn effectively at their age level. Simply sending a child to a better school or changing teachers is not the answer. We must make sure our children are emotionally ready to learn.” — Gary Chapman, The 5 Love Languages of Children

“You can simply remember that behavioral expressions of love can be divided into physical touch, quality time, gifts, acts of service, and words of affirmation.” — Gary Chapman, The 5 Love Languages of Children

Methodology

The ACAP Center conducted a room to room seminar/workshop to all Grade 10 students entitled "Relationship Management" last September 14, 2017. The seminar intended to educate students to a better understanding on relationship management, understanding on the five languages of love, and apply relationship management in everyday life. This seminar series is conducted to all year levels in order to enhance holistic education of the students. The topics identified during the needs assessment were carefully planned to address the specific needs of all year levels.

Conceptual Framework



Statement of the Problem

The study aims to:

1. Determine the preferred Languages of Love specifically:
 - a. Words of Affirmation
 - b. Quality Time
 - c. Acts of Service

- d. Receiving Gifts
 - e. Physical Touch
2. Develop approaches that would be efficient in establishing relationships with students to ensure holistic education.

Hypothesis of the Study

Grade 10 students do not have any preferred Language of Love in terms of:

- a. Words of Affirmation
- b. Quality Time
- c. Acts of Service
- d. Receiving Gifts
- e. Physical Touch

Significance of the Study

The study will serve as a basis for objectives of development programs, psychological platforms, spiritual seminars, intellectual trainings, monitoring strategies, contingency plans, counseling approaches, student assessment construct, and overall perspective on holistic education mission of the ACAP Center.

The data on the preferred language of love of high school students will be a significant factor in determining the appropriate and effective approaches and methods when dealing with our stakeholders.

Scope and Limitations

The study is descriptive and identified the preferred language of love of Grade 10 students. The study did not evaluate or assess data of students but rather descriptive and illustrative. The study is confined to grade 10 students of systems Plus College Foundation.

Research Design

This study was descriptive and exploratory in design. This study identified the preferred languages of love of grade 10 students.

Participants of the Study

All participants were Grade 10 students in SPCF sections Fortitude, Charity, Faith, Honesty and Wisdom for the school year 2017 – 2018. Average age is 15.5 years old. Total number of respondents is 212 (97 male and 115 female).

Research Instrument

A survey consisting of the Five Languages of Love was utilized in this study.

Data Gathering Procedures

Convenience sampling was used and questionnaires were administered to two hundred twelve (212) grade 10 students at Systems Plus College Foundation in this study. It took 10-15 minutes to complete the questionnaire.

Data Processing Analysis Procedure

A descriptive statistics approach was used in this study. The research study did not analyze, evaluate or assess the results but rather described the number of responses on the preference of their language of love.

Results and Discussion

The results of the survey conveyed the order of preferences of Grade 10 students on the languages of love. This may suggest programs or approaches that could prove to be effective and efficient in establishing a positive relationship between parent/teachers and students, enabling holistic education.

1. Quality Time – students who chose this language of love value quality time as an important composite in expressing love. The related studies' explains:

This language is all about giving the other person your undivided attention. Unlike the words of affirmation language, talk is cheap and being a loved one's main focus leaves quality timers feeling satisfied and comforted. Distractions, postponed dates, or the failure to listen can be especially hurtful to these individuals. Being there for them is crucial.

2. Acts of Service - students who chose this language of love value acts of service as an important composite in expressing love. The related studies' explains:

For these people, actions speak louder than words. People who speak the language of service want their partner to recognize that their life is rough and help them out in any way possible. Lending a helping hand shows you really care. People who thrive on this language do not deal well with broken promises — or perceived laziness — and have very little tolerance for people who make more work for them. Basically, if you're not willing to show your appreciation by doing them a favor, you're saying you don't value them.

3. Words of Affirmation - students who chose this language of love value words of affirmation as an important composite in expressing love. The related studies' explains:

According to Dr. Chapman, this language uses words to affirm other people. For those who prefer the words of affirmation language, hearing "I love you" and other compliments are what they value the most. Words hold real value within this language. Furthermore, negative or insulting comments cut deep — and won't be easily forgiven.

4. Physical Touch - students who chose this language of love value physical touch as an important composite in expressing love. The related studies' explains:

To this person, nothing speaks more deeply than appropriate touch. That doesn't mean only in the bedroom — everyday physical connections, like handholding, kissing, or any type of re-affirming physical contact is greatly appreciated. A person who speaks the language of physical touch isn't necessarily an over-the-top PDAer, but getting a little touchy-feely do make them feel safe and loved. Any instance of physical abuse is a total deal breaker.

5. Receiving Gifts - students who chose this language of love value physical touch as an important composite in expressing love. The related studies' explains:

Dr. Chapman says for some people, what makes them feel most loved is to receive a tangible gift. This doesn't necessarily mean the person is materialistic, but a meaningful or thoughtful present it was makes them feel appreciated.

Based on the results of the survey, the researchers may infer that giving undivided quality time to our students is an effective approach to show affection and love. This is the most receptive language of love in Grade 10 students. Educators, Parents and Teachers should employ and establish programs that would create and enhance holistic development. The ACAP Center believes that education of an individual requires and involves physical, mental, spiritual and emotional development, a perspective that is essential for the potential development of every individual. ACAP Center acknowledges its' importance and will conduct further research studies to acquire empirical data for the basis of implementing programs for our students.

“Inside every child is an 'emotional rani's waiting to be filled with love. When a child really feels loved, he will develop normally but when the love tank is empty, the child will misbehave. Much of the misbehavior of children is motivated by the cravings of an empty 'love tank” — Gary Chapman, The Five Love Languages: How to Express Heartfelt Commitment to Your Mate

References

- Arbuckle, J. L. (2003). AMOS (Version 5.0) [Computer software]. Chicago: SmallWaters Corporation.
- Bollen, K. A. (1989). Structural equations with latent variables. New York: John Wiley & Sons.
- Canary, D. J. & Stafford, L. (1992). Relational maintenance strategies and equity in marriage. *Communication Monographs*,59, 243–267.
- Carmines, E. G. & McIver, J. P. (1981). Analyzing models with unobserved variables: Analysis of covariance structures. In G. W. Bohrnstedt & E. F. Borgatta (Eds.), *Social measurement: Current issues* (pp. 65–115). Beverly Hills, CA: Sage.
- Chapman, G. (1992). *The five love languages: How to express heartfelt commitment to your mate*. Chicago: Northfield Publishing.
- Dainton, M. (2000). Maintenance behaviors, expectations for maintenance, and satisfaction: Linking comparison levels to relational maintenance strategies. *Journal of Social and Personal Relationships*,17, 827–842.
- Dainton, M. & Stafford, L. (1993). Routine maintenance behaviors: A comparison of relationship type, partner similarity and sex differences. *Journal of Social and Personal Relationships*,10, 255–271.
- Dindia, K. & Baxter, L. (1987). Strategies for maintaining and repairing marital relationships. *Journal of Social and Personal Relationships*,4, 143–158.
- Dindia, K. & Canary, D. J. (1993). Definitions and theoretical perspectives on maintaining relationships. *Journal of Social and Personal Relationships*,10, 163–173.
- Stafford, L. & Canary, D. J. (1991). Maintenance strategies and romantic relationship type, gender, and relational characteristics. *Journal of Social and Personal Relationships*,8, 217–242.
- Stafford, L., Dainton, M., & Haas, S. (2000). Measuring routine and strategic relational maintenance: Scale revision, sex versus gender roles, and the prediction of relational characteristics. *Communication Monographs*,3, 306–323
- Speaking the Language of Relational Maintenance: A Validity Test of Chapman's (1992) Five Love Languages (PDF Download Available)*. Available from: https://www.researchgate.net/publication/233241159_Speaking_the_Language_of_Relational_Maintenance_A_Validity_Test_of_Chapman's_1992_Five_Love_Languages [accessed Dec 01 2017].